

Kellett Elementary

500 Adams Street
Seneca, SC 29678

Grades	PK-5 Elementary School	
Enrollment	347 Students	
Principal	Earnestine R. Williams	864-885-5036
Superintendent	Dr. Valerie Truesdale	864-886-4400
Board Chair	Harry B. Mays, Jr.	864-972-3629

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	20	64	19	1

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Average	N/A
2003	Good	Average	No
2004	Good	Unsatisfactory	Yes
2005	Average	Unsatisfactory	Yes

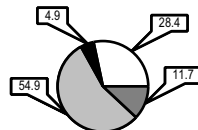
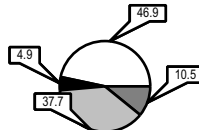
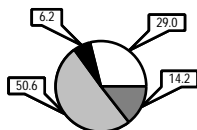
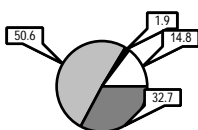
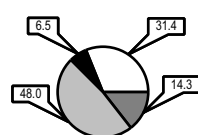
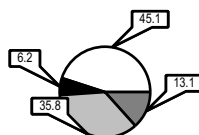
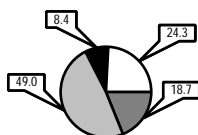
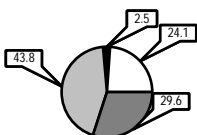
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

91.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	180	100.0	14.8	50.6	32.7	1.9	45.7	Yes	Yes
Gender									
Male	89	100.0	21.8	47.4	30.8	0.0	38.5		
Female	91	100.0	8.3	53.6	34.5	3.6	52.4		
Racial/Ethnic Group									
White	74	100.0	6.0	49.3	41.8	3.0	56.7	Yes	Yes
African American	93	100.0	21.6	52.3	25.0	1.1	36.4	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	151	100.0	11.1	50.4	36.3	2.2	49.6		
Disabled	29	100.0	33.3	51.9	14.8	0.0	25.9	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	180	100.0	14.8	50.6	32.7	1.9	45.7		
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	175	100.0	14.4	50.6	33.1	1.9	46.3		
Socio-Economic Status									
Subsidized meals	130	100.0	15.9	50.4	33.6	0.0	45.1	Yes	Yes
Full-pay meals	50	100.0	12.2	51.0	30.6	6.1	46.9		

Mathematics – State Performance Objective = 36.7%									
All Students	180	100.0	29.0	50.6	14.2	6.2	37.7	Yes	Yes
Gender									
Male	89	100.0	32.1	52.6	9.0	6.4	35.9		
Female	91	100.0	26.2	48.8	19.0	6.0	39.3		
Racial/Ethnic Group									
White	74	100.0	14.9	53.7	23.9	7.5	50.7	Yes	Yes
African American	93	100.0	39.8	47.7	8.0	4.5	28.4	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	151	100.0	23.0	52.6	17.0	7.4	44.4		
Disabled	29	100.0	59.3	40.7	0.0	0.0	3.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	180	100.0	29.0	50.6	14.2	6.2	37.7		
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	175	100.0	28.8	50.6	14.4	6.3	37.5		
Socio-Economic Status									
Subsidized meals	130	100.0	33.6	52.2	11.5	2.7	31.9	Yes	Yes
Full-pay meals	50	100.0	18.4	46.9	20.4	14.3	51.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	180	100.0	46.9	37.7	10.5	4.9	15.4
Gender							
Male	89	100.0	52.6	34.6	7.7	5.1	12.8
Female	91	100.0	41.7	40.5	13.1	4.8	17.9
Racial/Ethnic Group							
White	74	100.0	31.3	43.3	14.9	10.4	25.4
African American	93	100.0	59.1	33.0	6.8	1.1	8.0
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	151	100.0	41.5	40.0	12.6	5.9	18.5
Disabled	29	100.0	74.1	25.9	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	180	100.0	46.9	37.7	10.5	4.9	15.4
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	175	100.0	46.3	38.1	10.6	5.0	15.6
Socio-Economic Status							
Subsidized meals	130	100.0	55.8	32.7	8.0	3.5	11.5
Full-pay meals	50	100.0	26.5	49.0	16.3	8.2	24.5

Social Studies							
All Students	180	100.0	28.4	54.9	11.7	4.9	16.7
Gender							
Male	89	100.0	33.3	55.1	9.0	2.6	11.5
Female	91	100.0	23.8	54.8	14.3	7.1	21.4
Racial/Ethnic Group							
White	74	100.0	19.4	55.2	16.4	9.0	25.4
African American	93	100.0	34.1	54.5	9.1	2.3	11.4
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	151	100.0	24.4	57.0	12.6	5.9	18.5
Disabled	29	100.0	48.1	44.4	7.4	0.0	7.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	180	100.0	28.4	54.9	11.7	4.9	16.7
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	175	100.0	27.5	55.6	11.9	5.0	16.9
Socio-Economic Status							
Subsidized meals	130	100.0	33.6	53.1	11.5	1.8	13.3
Full-pay meals	50	100.0	16.3	59.2	12.2	12.2	24.5

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	50	100.0	4.1	36.7	53.1	6.1	59.2
	4	56	100.0	21.8	50.9	23.6	3.6	27.3
	5	63	100.0	29.0	51.6	17.7	1.6	19.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	64	100.0	12.1	44.8	41.4	1.7	43.1
	4	60	100.0	13.0	53.7	29.6	3.7	33.3
	5	56	100.0	20.0	54.0	26.0	0.0	26.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	50	100.0	4.1	63.3	24.5	8.2	32.7
	4	56	100.0	30.9	45.5	9.1	14.5	23.6
	5	63	100.0	27.4	48.4	12.9	11.3	24.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	64	100.0	22.4	62.1	10.3	5.2	15.5
	4	60	100.0	24.1	48.1	22.2	5.6	27.8
	5	56	100.0	42.0	40.0	10.0	8.0	18.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	64	100.0	36.2	48.3	13.8	1.7	15.5
	4	60	100.0	44.4	42.6	11.1	1.9	13.0
	5	56	100.0	62.0	20.0	6.0	12.0	18.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	64	100.0	22.4	56.9	12.1	8.6	20.7
	4	60	100.0	25.9	63.0	9.3	1.9	11.1
	5	56	100.0	38.0	44.0	14.0	4.0	18.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 347)				
First graders who attended full-day kindergarten	24.1%	Up from 17.5%	100.0%	100.0%
Retention rate	3.3%	Up from 1.8%	3.6%	3.0%
Attendance rate	96.2%	Down from 96.6%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.7%	Down from 7.7%	4.0%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.4%	Down from 9.5%	3.5%	3.2%
Eligible for gifted and talented	10.7%	Up from 9.2%	9.1%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.0%	Down from 9.5%	9.4%	8.2%
Older than usual for grade	0.3%	Up from 0.0%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n= 30)				
Teachers with advanced degrees	50.0%	Up from 45.5%	50.0%	52.6%
Continuing contract teachers	90.0%	Down from 93.9%	84.9%	83.3%
Highly qualified teachers	100.0%	No change	94.6%	93.5%
Teachers with emergency or provisional certificates	3.6%	Up from 3.1%	0.0%	0.0%
Teachers returning from previous year	89.2%	Down from 93.4%	86.2%	87.0%
Teacher attendance rate	93.8%	Down from 95.2%	94.8%	95.0%
Average teacher salary	\$41,959	Up 7.5%	\$41,075	\$41,703
Prof. development days/teacher	9.0 days	Down from 15.4 days	13.1 days	12.8 days
School				
Principal's years at school	1.0	Down from 10.0	4.0	4.0
Student-teacher ratio in core subjects	17.7 to 1	Down from 18.6 to 1	18.4 to 1	18.8 to 1
Prime instructional time	87.9%	Down from 89.2%	89.4%	89.8%
Dollars spent per pupil*	\$6,789	Down 2.5%	\$6,018	\$6,242
Percent of expenditures for teacher salaries*	65.0%	Up from 64.6%	65.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	89.0%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

We are excited about the many new things at J. N. Kellett. Our journey to excellence this year included the opening of Kellett Academy funded by our 21st Century Community Learning Center Grant. We served approximately 125 students in our after-school program. Kellett Academy's mission is to provide a rich academic program to help students meet state and local academic standards and to promote parent and family involvement. We also took on the challenge of implementing Phase I in becoming a state-of-the-art technology magnet school. All classrooms in grades 3-5 were equipped with technology presentation stations. The presentation stations contained laptop computers, projectors, interwrite screen-writing software and CPS chalkboards. Teachers were trained in instructional technology integration and supported in developing and infusing technology into their lessons. It is our intent at J. N. Kellett to develop and implement quality programs to expand and nourish the minds of our students. Teachers and administrators participate in a variety of professional development activities in an effort to find out more about the learning process and research-based teaching strategies required to improve student learning. As a professional development school with Clemson University, Kellett students benefited from the support and tutorial assistant from "The Call Me Mister" program. We have also joined in support of the Digital Express grant written to increase student achievement by successfully and effectively integrating technology through digital photos and online writing. Our school-wide effort has been to utilize best practices which match the needs of our students. We were awarded a Math Coach grant to help teachers to stretch the minds of our students to increase higher-level thinking skills by recommending strategies and resources for solving problems. The coach will take on the role of a "co-teacher" to assist teachers in planning in math instruction according to the guidelines of the Mathematics and Science Unit.

J. N. Kellett is dedicated to meeting the needs of all of our students. Many family night events were held to include parents in the education of their children. Our goal is to ensure that all students work to reach their highest potential by promoting an educational environment where all decisions are made in the best interests of the students.

Earnestine R. Williams, Principal
Sharon Fletcher, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	23	46	19
Percent satisfied with learning environment	87.0%	77.3%	94.7%
Percent satisfied with social and physical environment	87.0%	83.7%	63.2%
Percent satisfied with school-home relations	40.9%	76.7%	68.4%

*Only students at the highest elementary school grade level at this school and their parents were included.